

УДК: 811.111-26

DIFFERENT ASPECTS OF COMMUNICATION AND PERSONAL RELATIONSHIPS IN PEDAGOGIC PROCESS

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***Abstract.** The paper discusses modern problems in communication process depending on social aspects and different types of communication rules*

***Key words:** verbal communication, foreign language, speech etiquette, verbal behavior*

Комунікативні аспекти особистих взаємовідносин у педагогічному процесі

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***Анотація.** Стаття присвячена сучасним проблемам у комунікативному процесі та його зв'язку із соціальними аспектами та різними типами комунікаційних правил*

***Ключові слова:** мовна комунікація, іноземна мова, мовний етикет, вербальна поведінка.*

What does it mean to master speech in a foreign language? What does it mean to learn to speak it or to use it in one's professional life? How can we achieve this? Does this mean to study phonetic course, grammar in theory and doing exercises, to master lexical minimum, to read a couple of dozens of books for home reading and retell them to a teacher? Whether it means to learn to read specialized articles and retell them in class later? Does it mean to receive the information by ear, keep it in mind and precisely transfer in a foreign language? Without all these a student cannot master a foreign language. How does such system make it possible not only to make monologues, but also to participate adequately in dealing with a real person in a variety of situations, to interact with him, to understand the whole range of the meanings transmitted with his speech and to express itself all the wealth of thoughts and feelings? The experience shows that this is not sufficient. First it is necessary to understand the principles of communication.

We communicate with others in a native language every day, almost all our life. We express our opinions, express feelings and emotions, persuade, inform

about desires and state of health, trying to attract attention, to interest someone, to impress him in a definite way. We listen to the interlocutor and respond to his words, support the conversation or put it to a new direction, seek for the influence on a recipient, express our counter arguments, argue our opinion, try to add a persuasive power to our speech, parry off the remarks of an interlocutor, make compliments to an interlocutor, express significance and seriousness with a hint of irony, etc. In addition each speaker aims, consciously or unconsciously, to manipulate others (at least sometimes) and often does so with more or less skill.

Here success depends on how we are able to control our thoughts and feelings, how well we master mother tongue, focus on the communicative situation, grasp the emotions, opinions and mood of the interlocutor, how aware of it we are. Since the native language is the language we communicate in regularly, the technique of communication is perfected to a certain extent, although it must be noted that different people possess it in different degrees and use it with different success. It is now quite clear that most people, especially young ones, should learn to communicate even in their native language. It is necessary to pay attention of the students to it studying not only their native language, but also a foreign one. Currently, there are many publications that address the most common problems of making contact with the speaker and the audience, of influencing them with a speech effect. Other scientific works deal with gestures and facial expressions of the speakers. After all, even Fyodor Chaliapin said that "gesture is not a movement of the body, but the movement of soul", and A. F. Koni noticed that "The face speaks along with the language." And of course there are special literature, which recommend how we should listen to the interlocutor, hold business conversations. Especially important are the materials, aimed at developing of the communicative adequacy of teachers, businessmen and officials.

Improvement of communication skills is an even more important task for people of different professions, for instance such as doctors. This problem becomes more complicated when we speak about the mastery of communication

skills in a foreign language, even to such an extent that the target language could serve as a familiar tool with which we can solve several problems at once. To do this one must be able to master the course of current discussions, to understand the principles and factors of communication and be able to use them.

At the moment it is hardly possible to guarantee the communication skills of students brought to perfection. It is improbable that it would be good to try to teach anyone to achieve the desired things or to avoid undesirable results in every case. However, there is no doubt that giving your students, who study a foreign language, different speech means and methods of conducting a conversation, you can improve communication skills in the target language, teach a student a better understanding of verbal behaviour of the interlocutor and during the conversation to make conclusions about his personality characteristics and to vary one's own verbal behaviour according to the changing communication environment and achieve maximum success, to understand the causes of communication failures and to turn the situation in your favour. Thus the success in the process of communication has the probabilistic nature. And the study of the factors regulating the communication and the mastery of them can help to achieve success. But this, of course, does not guarantee success in every specific case: it is necessary to use effectively not only the above mentioned factors, but also other ones.

According to the general information given in Clinical Skills Assessment Medical OSCE Exam the Communication skills in a healthcare include the way the physicians use to explain diagnosis, investigations and treatment. Also how they involve the patient in the decision-making, communicate with relatives and other health care professionals, break bad news, seek for informed consent/clarification for an invasive procedure or obtain consent for a post-mortem. The physicians should deal with anxious patients or relatives, give instructions on discharge, and give advice on lifestyle, health promotion or risk factors. There is also a list of difficult patient situations in medical encounters, such as the angry, vague, silent, dramatic, dependent, manic, restless and many other patients.

Researches show that there are main positive connections between a doctor's communication skills and a patient's ability to follow medicinal recommendations, self-deal with chronic therapeutic conditions and follow different preventive measures. Recent investigations show that the clinician's capacity to explain, listen and illustrate may result in the effective outcome and patient's satisfaction. Furthermore, communication between the colleagues in the hospital or polyclinic influences the quality of human relationships, satisfaction with the work and profoundly improves a patient's condition.

Further research in this area will be important for the scientific work of the student community, because it is very important to master the speech material for successful speaking in English for the students, improving their communication skills. They can be offered to describe the interesting examples from fiction and journalistic literature using the principles and factors of communication technologies, and then to develop and supply these theses with their own observations. The most important to us are the following points: the factors and principles of verbal communication, its strategy and tactics. It is necessary to clearly define the importance of these moments for the training process and develop a list of verbal tasks, which does not exclude the possibility of a creative approach to the discussion of the features of verbal communication with students in the classroom.

The flow of communication process is regulated by a number of rules and patterns. A man always feels whether his opponent in communication follows these rules or not. Thus the latter are intuitively clear to the native speakers who master the fundamentals of the speech culture. But their clarity is illusory as soon as we try to identify, describe and illustrate them. It is significant that one of the distinguishing features of communicative rules is their continuous offence, which in turn is subject to the action of some of the rules and patterns.

One of the basic rules of verbal communication is the observance of the norms of speech etiquette. Previously such rules included restrictions in speech

depending on the situation. Traditionally verbal behavior should be governed by two main rules – attention to others (to the interlocutor) and time saving (including time of the interlocutor). Also there are a number of smaller rules, such as for example the rule of the priority of the interlocutor.

In psychology the rule of authority is a kind of false reasoning, in which one's opinion is considered correct on the ground that the same opinion is shared by a man with high status and respect in society. In fact this view is not necessarily correct because such person can also be wrong like anyone else. Also this can be because the man having more experience and recognition in one sphere of activity does not always express the correct view in another sphere.

It is assumed that a person experiences a subconscious respect when it comes to the authority of the teacher. Therefore an absolutely certain tint is gained by the dialogues in the classroom. Referring to a teacher as the authority the student may not worry about the proof of his case. Such status is appealed to when people want to give meaning to themselves, their words, to put pressure on the interlocutor:

- Who is a teacher, you or I? There is nothing to give me advice!
- You are the teacher. So teach my son, please! And I should put my affairs in order.

We emphasize that the authority must be competent, otherwise the reference to him can be rejected by the interlocutor:

- And where did you hear that way of English pronunciation?
- A teacher at our school was talking that way all the time.
- But school teachers do not know English at all!

One of the rules of communication can be also considered reciprocity. This means that if the interlocutors are on the same social level with each other, it is quite reasonable that the other person will respond with a joke to a joke and with a compliment to a compliment. Also there is the principle of questions in return,

such as for instance discussing the exams, the interlocutors can take turns asking each other about them for some time.

Also together with the rule of reciprocity, we should mention the rules of trust and honesty. In accordance with the laws of the psychology the expressions of admiration and empathy usually help to break down the protective barriers in an effort to make a good impression on the interlocutor.

All this shows how important is to learn to follow speech etiquette and understand the hidden implicit meanings which accompany the use or infringement of the rules of etiquette. The rules of speech etiquette are only a part of the system of norms and social directions that regulate many features of the behavior of the individual, and in particular his verbal behavior. They are laws and rules and morality, and even religious morality because it may turn out to be the factor of public consciousness even among atheists. Also there are manners, customs, and rules of etiquette, conventions and even fashion. Regulatory power of the rules and directions established in the society is very high. Their action facilitates human relationships, because following certain rules people do not need to invent a way of behavior in a specific situation and this is important for the communication process. K. Davis wrote that in a conversation some topics are not raised by tacit agreement because being expressed openly they may create tension. Certain forms of speech and behavior are used to maintain the relationships on a friendly, but not very deep level whereas there may be deep antipathy or conflict of interest. K. Davis also stressed that we do not say to other person what we say to friends and do not say to friends what we say to opponents or enemies. All this gives tolerance and preconditions for its continuation to the human communication.

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